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ABSTRACT

Presented is a collection of approximately 45 descriptions of programs, materials, and methods used in elementary and secondary education of gifted and talented students in Oklahoma. Usually included are a brief explanation of the program or project, a listing of needed materials (such as books and audiovisual aids), and notes on the teaching methods utilized. Projects such as insect identification, room decoration, money management, values clarification, and film production are reported. (IM)

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OKLAHOMA

GIFTED AND TALENTED

PROGRAMS

1976 - 1977

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FORWARD

The coordinators, superintendents, or teachers in Gifted-Talented Programs in the State of Oklahoma were invited to submit summaries of their programs, materials used and methods. We wish to extend a word of thanks to all those who participated. The material has been compiled into two categories: elementary and secondary and listed alphabetically by towns.

ACKNOWLEDGEMENT

This publication represents a step forward in Gifted-Talented Education. It has taken great courage, dedication, thought, and perserverance from Mrs. Robert Ringrose, a very conscientious parent and all the outstanding Oklahoma teachers of these students who summarized their programs to bring this manuscript to the publication stage.

Vesta McNulty, who typed the manuscript and the Cooperative Office Education Department has devoted many hours of volunteer time in order to make this publication possible.

We thank you for this publication which makes a unique contribution to professional literature in that it focuses its entire attention to programs in Oklahoma which were funded by the State Legislature through the State Department of Education.

Teacher's Name: Royce Ann Mitchell

School: Alva Public Schools

Grade or Grades: 3rd - 6th

Project, materials, or methods: We have used many different projects year; however, not every project has been used with each group. We used different projects according to grade level. Our program is an Enrichment Program. Our projects are group oriented, with groups limited to not more than 6 students. We have had field trips to NWOSU Science Museum, the County Courthouse and attended a preliminary hearing, the City Library, Hastings Greenhouse, NWOSU A-V Dept, Blackmon Salt Co., and the State Capitol Bldg. Resource speakers included an Associate Judge, Juvenile Probation Officer, a Math Consultant from Northwest Oklahoma Regional Service Center, a Deputy Sheriff, and college professors. My 5th and 6th grade students entered a drug poster contest sponsored by WCTU.

Materials:

National Geographic Kits, National Geographic Society, Washington D.C.

Powers of Nature
Lands and Peoples of Asia
Kingdom of the Animals
Kingdom of the Plants

Coronet Instructional Materials

Listening With a Purpose
Oceanography
Pollution

BFA Educational Media

Black Leaders of the 20th Century
The Story of Salt
Rights and Responsibilities

Schloat Productions

Growing Up Black
Guidance-Drugs
Getting Along With Others
People and Feelings

Fairview Audio-Visual Co.

Oklahoma-A State History

Teaching Resources Films

Africa: portrait of a Continent
China's New Look
Japan-A Changing Nation

Educational Activities Inc.

Understanding Laws

American Guidance Service

Cope With or Cop Out

Borg-Warner Ed. Systems

System 80 French Kits A B C and D

Singer Audio-Visual

Unsolved Mystery-Learning Module, Sherlock Holmes

Eye Gate

Field Trips Out of the Ordinary
Making Decisions
Teenage Alcoholism
Understanding Values
Meterology
Tales, Myths and Legends
Myths and Legends of Ancient Greece and Rome

Scott Education division

Myths of Greece and Rome
Heroes of Greek Mythology

Scholastic-National Gallery of Art

The House of Atreus-Mythology

Our units of study have included:

Mythology
Prejudice, Famous Black Americans and Growing up Black
French Vocabulary
A Study of Asia and Africa
Alcoholism, Drugs and Tobacco
Use of Calculators
Oklahoma History
Aminals and Plants
A Study of Salt
Decision Making and Values
Listening
Unsolved Sherlock Holmes Mysterys
Juveniles and the Courts

Teacher's Name: Anita Boone

School: Bartlesville Education Service Center

Grade or Grades: 4th representing 8 schools

Project, materials or methods:

Self-Awareness activities: Boundary Breakers, Encounter Lessons, Extenders.

These activities are in the CECTAG book and were demonstrated by Dorothy Sisk at National G/T Conference. They give children a chance to use their divergent thinking without risk, promote creativity, and the Extenders offer a culminating event and give the child a chance to make decisions. I will enclose a copy of one I called "Insert Delight."

The think Lab by SRA has been extremely popular with the children. Qangrams have also been used with success. We found in our testing that the children were lower in performance than in verbal which is typical, so we decided to try to do some strengthening of the performance skills.

INSECT DELIGHT

OBJECTIVE: To stimulate interest in insects and touch the creativity of the children. To identify with the world of insects.

SETTING THE STAGE: Pretend that you are an insect. Remember, an insect has six legs, and a body divided into 3 sections (head, thorax, and abdomen).

LEADING QUESTIONS

1. What insect are you?
2. What do you enjoy most as the insect you are?
3. Where do you live?
4. What is your biggest problem?
5. Pretend it's really cold outside, how are you going to keep warm?
6. What is your biggest fear?
7. As an insect, what is the funniest thing you have seen?

EVALUATION: How did you feel about this exercise?

1. How did you feel about this exercise?
2. Did you enjoy pretending you were this insect?
3. How do you feel about the insect you became?

EXTENDERS

1. Draw a picture of the insect you chose to be. It may be true-to-life or a fantasy (make-believe) picture.
2. Write a report about the insect including a description of the insect, what it eats, where it lives, any interesting characteristic it has. If you can find a picture of the insect include this with your report. Use as many resource materials as you can. These maybe Encyclopedias, books about insects, dictionaries, or magazine articles. Make sure you list the material you used in writing the report.
3. Write a story with the inset you chose as the main character.
4. Draw and labe the parts of your insect.
5. Listen to the tape on " Insect Community Life".

Teacher's Name: Gerry Mears

School: Catoosa

Grades or Grade: 1-2-3-4

Project, materials or methods:

This G/T calss has been in progress for three weeks as of Feb. 24, 1977. The class consists of seven students. There are two students in first grade, three in third grade and two in fourth grade.

1st Week Project:

Class was assigned a room.

Project: Redecorate room.

1. Purchasing
   a. cost
   b. quantity
   c. quality
   d. location
2. Comparison
   Visited stores to locate items and compare prices.
3. Requisition for funds
   Children listed funds and prices to be turned in to school finance office for Purchase Order. Received permission and bought materials.

Procedure:

1. Painted walls--orange, blue, and yellow
2. Painted mural.
3. Covered windows in geometric design
4. Decorated bulletin boards

Follow-Up

1. Assessed materials bought in excess
2. Discussed successes and failures of project and learning process from the experience.

2nd and 3rd Weeks:

1st grade:

Project-Science (nature Study)

Materials-Bill Martin "Little Nature Books"

Procedure

1. Listening to tapes
2. Choosing favorite story
3. Making their own recording and drawing of project.

3rd and 4th grade:

Project-Literature

Materials

1. SVE "Unsolved Mysteries--with Holmes and Watson"
2. Associated Press "Enforcing the Law"

Procedure

1. Viewing and listening to solved mystery stories.
2. Using unsolved mystery kits
3. Group discussions and outcomes of a chosen case
4. Courtroom drama (role play)
5. Study unit "Enforcing the Law" Pathescope Ed. Film, Inc. and the Associated Press.
   a. Objective: To become familiar with law terms. To encourage thought processes. Example: "Why do we have laws?"
   b. Follow procedures of kit
6. Visit actual courtroom and watch case procedures.

Extra Projects Completed

1. Subject: Math-Geometry, Symmetry
   "Sydney Cylinders Mathlab Learning Concepts Limited"
   Procedures
   Series of Cutting, drawing, building, etc.
   Final Project: String Art

2. Subject: Poetry
   "Poetry by and for Kids" SVE, Followed procedure in kit
   Final Activity: Child wrote poem, illustrated and displayed work.

Anticipated Projects

1. Parent and Press involvement

2. Emphasizing the development of independent thinking processes.
   Skills:
   Comparing
   Observing
   Problem Solving
   Imagining
   Coding

   Materials:
   "Thinking Skill Dev. Program"
   Benefic Press
   "First Thinking Box" Benefic Press

Teacher's Name: Kathleen Vestal

School: Edmond

Grade or Grades: 3-5

Project, Materials or Methods:

Itinerant teacher meets with academically gifted students one-half day per week in a self-contained classroom. Average class size is nine. The objectives of the program for the children are critical thinking skills, based on Bloom's taxonomy; creative thinking skills, based on Frank Williams and J. Renzulli; positive affective behaviors; communication skills and healthy self-concept.

Some of the methods/materials used to meet these goals are New Directions in Creativity by Renzulli; Values Clarifications by Simon, Howe & Kirschenbaum; independent research studies; Encounter Sessions; Boundary Breakers, A.I.D. discussions; debate; class initiated projects; self-evaluation; student and/or teacher made learning centers; and utilization of resource people from the community and field experiences.

Other materials used are the SRA Thinklab, SRA Researchlab, Creative Publications materials, Wordcraft, and Scamper by Robert Eberle.

Teacher's Name; Don Birdwell

School: Elk City

Grade or Grades: 4,5,6

Project, materials, methods:

We work our program by the Project method. The students select a particular project they want to work on and the teacher programs out how he wants it done. Several of the materials come from the Region 14 Service Center. Others come from teachers in the regular classrooms.

Projects that have been done:

Insect Collections
Rock Collections
Human Anatomy Models
Filmstrips and Cassettes
Art Projects
Electronics Projects
Typing on Typewriters
Models of Autors
Macrame Projects
Rocket Kit
Clay and Potters Wheel Project
Word Hunt Projects
Field trips to various parts of Oklahoma.

GUTHRIE GIFTED PROGRAM

GOAL: TO IMPROVE THE QUALITY OF EDUCATION FOR ALL

Guthrie's program was designed by Mr. Bill Wagoner, Superintendent and is coordinator by Mrs. Zela Arnett, School Psychologist.

Students were selected by a committee at each level following the guidelines from the State Department of Education. Classes were established from Kindergarten through the 12th grade with emphasis at the secondary level on independent study. However, many high school teachers innovated creative types of curriculum in their classrooms and many diversified projects and products were produced.

Because of the foresight of the administration, a large part of the state grant was allocated for current media for Gifted/ Talented/Creative children. Inservice training and workshops with knowledgable people have been provided for the teachers. Principals have provided excellent support to the program.

Teachers instructing the classes have accepted this huge challenge and appear to be enjoying it tremendously. However, they say they have never worked so hard before. Yet when you ask how they feel about the program you receive remarks like: "It's heavenly to work with this type", "I love every minute", "I am so happy that I had this opportunity my last year before I retire", "I didn't realize how much more these children could learn and the pace they could go."

Parents say "My child is like a different child," "My children and I pray for this type of program every week", "My child does not want to miss a day of school", "They are really enjoying it."

Students say "I can't go daddy, I have to present my program to the class", "I don't want to miss a day of school", "School is really fun", "I want to stay in at recess to work on this project", "We are really doing neat things in school now." Etc.

Teachers are coordinating their efforts with teachers of regular classrooms. We are seeing an increase in innovative types of projects in all classes in Guthrie. Talented teachers, parents and students are providing services to these classes as well as other classes in the system.

One high school English teacher has motivated some handicapped high school students to produce creative products far beyond our expectations.

We would be the first to admit that we have made many mistakes and we have had some problems, but we all are learning together and enjoying it. We are helping children to live as members of a competitive, changing society. Let us accept the idea that excellence will be rewarded.

Teacher' Name: Mrs. Billie Morelli

School: Banner Elementary, Guthrie

Grade or Grades: 6th

Procedure, materials or methods:

English: The students students poetry; including poetry patterns, feet, meter and poetry rhyme schemes and how to write haiku poetry. Students also study advanced grammar and learn to parse nouns and pronouns, diagram simple sentences and are introduced to complex and compound sentences. Students also enjoy Creative Writing. They write exactly as they feel on the subject of their choice and are assigned various topics on which to write. They have learned the make up of newspapers and how to write news articles. The present Current Events from the newspapers.

Math: Students become aware that Math can be fun. They use the Mathiputer and learn to multiply the Egyptian way. They learn the Russian peasant method of Multiplication and are introduced to Square Root.

Reading: Students master extra words (outside their Reader) to increase their vocabulary. Eighteen British words and their translations have been studies. Some Latin prefixes have been mastered. Students assumed roles in a drama. A play from Shakespeare by Charles and Mary Lamb has been read and reported on. Pantomining has been done by students.

Teacher's Name: Mrs. D. F. Sutherland

School: Central School, Guthrie

Grade or Grades: First

Projects

(1) Learning to Count Money and Economics
Children advertised through posters and skits a cookie sale. Bought their own supplies, made the cookies in classroom and sold them to other first grade classes. Used money for listening tapes.
(2) Puppets were made with large paper mache heads attached to paper towel holders. Wrote play and taped it, put on puppet show.
(3) Kept daily record of incubating eggs which included turning 3 times daily, temperature of incubator at each turning and weight of each egg. Set up brooder house for one week.
(4) Studies parts of newspaper, wrote paper using large poster board and tablet paper. Sectioned into World News, Local News, Society News, Sports and Comic. Each student contributed an article.
(5) Initialed and designed handerchief's using embroidery running stitch.

Matierals

(1) Hoffman Machine for beginning consonants and vowels.
(2) Smart Program for Arithmetic
(3) Systems 80 - reading
(4) Swirl Reading and Arithmetic Resource Centers
(5) Spcie Books
(6) Barnell-Loft Reading Skill Booklets
(7) Reader's Digest Books
(8) Cyclo-Teacher Learning Aid
(9) Stone and Burton New Practice Readers
(10) Continental Press--Reading Skills
(11) Math Fun Activity Cards by Megan L. Senini

Method

(1) Fractions
Child traced and cut out different colored fractional segments of circle and rectangle using 1, 1/2, 1/3, 1/4 and 1/8. Through guided discovery learned unit fractions, concepts of inequality, and a few equivalent fractions.

Teacher's Name: Virginia Doenges

School: Cotteral, Guthrie

Grade or Grades: 2

Project, material, methods:

(1) "Create a Story" -- Cards with an interesting sentence or two for the beginning of the story. The children write a story when they have free time.

(2) Math Calculator -- Helps to reinforce math facts.

(3) Outside Reading -- Maps of the U. S.; a child travels from state to state. He must read 2 books to move from one state to another.

(4) Study of Pilgrims at Thanksgiving -- Booklet made on the Pilgrims and the Indians. Also Indian jacket.

(5) Study of Birds -- Booklet and Bird Masks. Children learning to do some bird calls.

Teacher's Name: Donna Fillmore

School: Fogarty Elementary, Guthrie

Grade: 4th

Procedure, materials, Methods:

Math: We've almost completed our text. The children are very capable in math and have gone much further than the regular classes. We went deeper and expanded on regular work, especially in division and fractions.

Social Studies: I have typed up assignments, questions and research work for students to do on their own. They can use reference books, other texts, etc. for their work. Each did an in-depeth report on the state of their choice while learning 50 states, capitals and a little about each section.

Science: Much the same as Social Studies. We did units on dinosaurs and classes of animals for the most part on their own. They did notebook with information and pictures they'd drawn and/or colored.

Art: The arts and crafts were well-received by children, but soon forgotten. They learned to cover hangers, make stain-glass drawings by putting lemon oil on back. Each has done at least one bulletin board about anything they wish.

Reading: Since all the children are quite adept, we've worked mainly on comprehension. Each has given an oral book report during the year.

Spelling: Finding most of our text's words were to simple, we're using National Spelling Bee Book. They define and make sentences each week.

All of the students are in the process of writing creative stories, poems, riddles, or jokes. Some are illustrating their booklets.

We have worked a little on Spanish and plan to do more in the last five weeks.

Teacher's Name: Eileen McGinnis

School: Fogarty Elementary, Guthrie

Grade: 5th

Procedure, materials or methods:

In my classroom, we have our own complete money system. The students make money from jobs, investment, their own business and good marks. Their money is spent on investments, real estate, goods, services and ideas.

At the beginning of the school year, the students made papier mache images of themselves. This was done after a brief study of how important a good self-image is. If you don't like yourself, students learned they couldn't like others.

We have classroom rules. They were suggested, amended, and voted upon by the whole class. Each rule carries an equivalent penalty for breaking it. When there is a disagreement between two students over a rule, a court trial was held. This prompted a visit to a court room and a visit from a practicing lawyer.

Some of the extra subjects we've covered are: typing, French, deaf sign language, and how to write a book. Other activities that were done are: Math challenges, make recycled paper, many art activities and social studies projects.

Teacher's Name: Tamra Hooper

School: Guymon Academcy Grade School

Grade or Grades 4-6

Project, materials, methods:

After an interest inventory was taken, it was decided how to set up the program and what classes would be offered.

First group of classes include: Art, Photography, Creative Writing, Cooking and Teaching Other Children.

Each class meets once a week for one hour on a specified day. At the end of the six weeks period, the classes will be changed.

Basic Outline:

Art: Each child chooses 2 projects to finish during the art sessions-more may be done if time permits. Projects to choose from: Craham Cracker Art, Macramae Candle Cradle, Drawing, Sand-painting and Asetheometry.

Children participating in only the art sessions, will continue in art--going into more depth. The sandpainting was very successful--we used salt and dry tempera rather than sand.

Photography: Basics of good photogray are being taught. Projects the children are participating in include:

1. Making a pinhole camer: this consists of making an opening in an oatmeal box, making a shutter for the box and filling it with development paper rather than film. The child then exposes the paper for a few seconds and its ready for development. We have gotten several very good pictures from this type of technique.

2. Developing a roll of black and white film.

3. Taking 5 specific groups of pictures; 2 with people; 2 of animals; 2 of builings; 2 of landscapes; and a group of sequence pictures - 1 set of 4 pictures.

4. Making a display of all the pictures they have taken explaining why the pictures were good or bad.

5. Making a series of photograms - this consists of placing an object on development paper and exposing it to light for 2 seconds. It is then developed and looks like a negative.

Teacher's Name: Mrs. Debbie Edmondson, Facilitator
Mr. Eugie Hoos, Supervisor

School: Miami, OK, Based at Rockdale Elem., but travel to Nichols, Washington and Wilson Elementary

Grades or Grade 3 - 6 Grades, age 8-12

Project, materials, methods:

Twenty elementary students, fourteen boys and six girls, have been placed in the Miami Gifted/Talented Program. The participants remain in their own school with their own peer group and regular classroom teacher the majority of the week and meet with the program's facilitator individually or in small groups at least once a week.

Each participant in the program has an Activities Committee consisting of the student and his parent(s), the regular classroom teacher, the school counselor, the building principal, and the facilitator. This committee discusses ideas and goals to be implemented that the members feel will help the student to explore areas of indicated interest. Working from the student's own interest, materials and resource people are provided to help expand their understanding and knowledge.

Some examples of the interests and activities pursued has been beginning typing, speed reading, researching different topics at Northeastern Oklahoma A. & M College Library, participating in science classes at the local high school, utilizing puzzles and games of logic, and placing the student in a teaching situation where he is responsible for developing the plans and activities necessary to teach another person. Also different studies of areas have been conducted such as poetry in which a gifted student was used as a resource person, different number bases, Astronomy where materials from the Regional Educational Service Center and nationally know planetariums was utilized, famous women in history,the Stock Market and a local stockbroker was interviewed, atomic energy using self-directed activity sheets, a study of plants and a tour conducted by a local wholesale greenhouse owner, a study of animals by researching, writing, and recording a series of stories under the title of "Zooming in on Zoology", Aviation and the use of materials by the General Aviation Association and Cessna Aircraft Company, the Movies--stuntmen and critiques, and the research of famous swimmers and related facts needed to compile a four-page newspaper entitled "Pool Gazette".

Teacher's Name: Carol Ladine

School: Midwest City TRAVB Elementary

Grade or Grades: 6

Project, materials, methods:

Home Community and Natural Resources Materials

"Energy X" (Simulated Game Kit) purchased from Dowlings Short Summary and Debate Concludes week's work.

"Planning the Human Community" Ecology Learning Module by Singer (Checked out from Regional Educational Services)

Films and Filmstrips

1. "Science Fiction from Jules Verne to Ray Bradbury"
2. "This World of Energy" National Geographic
3. "Heat and Cold" Eyegate

Reference Sources

Oscar Rose Jr. College Resource Center and Mid-Del Libraries -- Also Community Libraries

Interviews and Lectures -- Community Resource Personnel

Mr. Quinn, Architect
Mr. Reed, Midwest City Mayor
Dan Hutcherson, Travb Teacher and Part-time Builder

Field Trips

Mustang Power Plant

Culminating Project--Each student selects the type of energy he has researched and plans a blueprint and builds a model of His Future Home. He also must estimate the cost of his home and energy to run it. A presentation is made to the class by each student. Independently accomplished--very little class time is used except for presentation.

During the project, students check out and read science fiction novels and discussions follow.

Required Reading Dune by Herbert

Teacher's Name: Marcy Hayes

School: Grant Foresman Elementary, Muskogee

Grade or Grades: 4, 5, 6

Project, materials, methods:

This year the gifted program is more centered around enrichment in the humanities than acceleration in the basic subjects.

Most art and music followed areas studied in Social Studies. For example, when sixth graders studied Medievel history, they made costumes and cooked a medievel meal. We read some stories from Chaucer's Canterbury Tales, wrote a play set to music involving knights, queens and dragons. We also drew and illustrated illuminated manuscripts. They even wrote a some accompanied by another student on the guitar in a minor key -- sounding very much like "Green Sleeves."

For a fall project 4, 5, and 6 grade students registered all of the other 4, 5, and 6 graders to vote, made ballot boxes, served as poll watchers, judges, and counters, then announced results over the P.A. system.

4th, 5th and 5th gifted students wrote and presented their version of "Willie Wonka and the Chocolate Factory."

While art materials are available from the school's art teacher's supply closet, there never seems to be exactly what you want and to use appropriated money, you have to write out a purchase order for what you need and then wait a while, which requires early planning and a definite idea of what the children will be interested in. Their interests usually change very quickly.

Field trips to individual and civic attractions have been made--usually with one group at a time and during the school day. All groups visited the paper office her and as a follow-up produced newspapers for their grade using news, feature articles, cartoons, games, and letters to the editor.

Materials available for gifted studentds include Explora tapes in Language, Math, Science and Social Studies; HEC News tapes on Amercian History; Records and filmstrips on numerous composers; Word-craft a vocabulary building program; the ThinkBox, a program for development of thinking skills like organizing, classifying, criticizing, observing, drawing conclusions, etc.

Administrator's Name: Ann Meyer, Elementary Curriculum Coordinator

School Ditrict Ponca City Public Schools

Grade or Grades 4, 5, 6

Project, Materials, Methods:

The program for the Gifted and Talented in the Ponca City Public Schools has been a pilot program during the 1976-77 school year. The program has been structured for children in the fourth, fifth, and sixth grades.

We have identified approximately 160 children in our 8 elementary schools who are participants in the program. Nine Facilitor/ Material Coordinators were named to coordinate the program. One Facilitator is a recently retired third grade teacher, all others are teachers who have a full-time teaching responsibility in addition to their work with the gifted and talented participants.

We scheduled one total group presentation on bird banding; we will take all participants to Oklahoma City where we will visit the Kirkpatrick Planetarium and the Oklahoma Art Center. A presentation on the history of jazz will be made at each elementary building.

Each sixth grade participant in the program will spend up to one half day with someone in the community who is in a career of interest to the child. We have found the professional and other career personnel in Ponca City to be very cooperative and supportive. We have tentative plans to offer several one or two week summer workshops for participants. These may be offered in the areas of music, art, science, physical education and creative dramatics.

We had several meetings of the Facilitators before we initiated the program and jointly prepared and assembled a variety of resource materials and work projects to be made available to the children in their individual buildings. Of course the children's specific interests and abilities have resulted in their working in many additional areas.

In November, 1976, a conference on the Gifted and Talented sponsored by the Educational Consulting Associates was held in Denver, Colorado. We found the information and materials received at this conference to be very helpful.

Teacher's Name: Dr. Shirley Warner

School: Putnam City School District

Grade or Grades: Kdg. - 6

Project, Materials, Methods:

We are in the process of setting up elementary gifted/ talented labs which will offer a variety of enrichment experiences for grades kdg. - 6. We are still in the process of identification and nomination of all students.

Next fall we will implement programs based on individual student needs as students are identified. Materials are being accumulated for teacher reference and use in the classroom. Workshops are also being planned for this spring.

Teacher's Name: Mrs. Irene Stricker

School: Ringwood Public School

Grade or Grades: 1, 5, 7

Project, materials, Methods

The Program for the Gifted/Talented students at Ringwood Public School is an enrichment type program which supports and supplements the regular educational program of the students. The students spend two hours weekly with the teacher for the gifted/talented.

The work we have done this school year has been project type activities. Materials that have not been available from the school have been obtained from the Northwest Area Educational Service Center, Alva, OK.

The students have been put into two groups. The fifth grader and the seventh graders have worked together. The other students are in the first grade and form the second group.

Some of the projects the older group have completed this year are:

(1) Unusual science facts were uncovered in science encyclopedias and other science books and the material worked into a bulletin board idea which was placed in the fifth grade and the seventh grade room. The other students in the class were to read and figure out the answers. This created much interest.

(2) Little known scientists were brought to the attention of the older students through a science kit - Living Laboratory Experiences by Singer. There were experiments to do plus the fact that we used the microscopes and other slides from the science room.

(3) Crossword puzzles were made using spelling and vocabulary words that the students were using in their regular classrooms. The crossword puzzles were then distributed to the respective classes to see if they would be able to remember the words.

(4) The Declaration of Independence was the next project in conjunction with the students Social Studies work. Filmstrips by National Geographic were used here. The students worked up a presentation dealing with some of the little-known signers of the Declaration of Independence plus some of the well-known events and people who had a part in this segment of history. They made drawings of the people concerned, wrote their speaking parts to be used in the presentation, and presented the finished product to the fifth and seventh grade classes. One underlying reason for the presentation was to try to help one shy student overcome some of his fear of speaking before others.

(5) Thinklab by SRA is the most recent project to be completed. This kit was designed to further cognitive or thinking development. It deals with insight, reflections, creativity, perceiving image patterns, and logical analysis. A series of problem cards are used to develop the thinking processes just mentioned. Sometimes hints were needed to complete a problem but all in all the kit was great fund. Some serious overnight thinking was sometimes needed to solve some of the problems. The students also had fun trying out some of the items on others.

The students in the first grade have done the following:

(1) We worked in the area of social development using filmstrips called Little Citizens by QED Productions as a starting point. This then worked into discussion, some role playing, some story writing to go along with the filmstrips. One filmstrip character was "the little cloud" and he led to a study of the three basic types of clouds. The students were to observe and keep track of the various types of clouds they saw from day to day. Children's encyclopedias, various science books were used to study the different types of clouds.

(2) Science Life Games by Houghton Mifflin Co. suggested a study of the basic bones of the body. The students traced around each other as each was laying on a big piece of paper to get the shape of their body. They proceeded to study bones and drew these into their body shape. There was discussion on muscled and their role, how the joints work, plus learning the names of some of the bones.

(3) The first project in creative writing was done by writing stories together and compiling them along with illustrations into their own story booklet. A subject was usually suggested and they each contributed sentences to complete the story.

(4) A second creative writing project which was to aid in spelling and sentence structure was then done. The students were given a lead sentence and they each completed a short story on their own.

(5) To help develop expressive reading, the students read various books with each one playing a certain character.

(6) The latest project is a study of types of trees. Various books on trees are being used to come to an understanding of the types of leaves that will be found on certain trees for identification purposes. Two trees on the school ground are being observed for development from winter to spring. Types of leaves already out are being studied also so that the students will be able to identify the various trees. They are also compiling a booklet showing the various types of leaves and identifying to which trees they belong. There will be some time spent outdoors in this project.

The various projects used with the students will hopefully cause the students to always use their creative thinking abilities. We hope to challenge each student to develop to his fullest potential.

Teacher's Name: Nala Bourme

School: Sapulpa Schools

Grade or Grades: K-6

Project, method, materials:

Projects:

1. Art
2. Plains Indians (films and tapes) followed by field trip to Gilcrease Museum
3. Moral Dilemnas
4. Creative Writing
5. Interviewed Senior Citizens
6. In-depth study of barter system (money) followed by Economic System (both personal, local, state and world)
7. Study of local Government
8. In-depth study of Oklahoma
9. Role-playing
10. Nature study (animals and birds)
11. Read and discussed biographies of famous people.
12. Add 2 new words to vocabulary each week.

Teacher's Name: Rodena Rogers

School: Stilwell Elemetnary

Grade or Grades: 3 - 6

Project, materials, methods:

Some of the things we have done are as follows:

1. Taught the Cherokee language because we have some Cherokee children in the class. Each child had a copy of the Cherokee Alphabet. I duplicated the Cherokee Primer and we used the tapes of the language.
2. Another interesting project was studying the newspaper (Okla. Times). Each child received a copy. After reading them they took them home. The Parents read the papers and became interested in what we were doing. As a guide I used "Open Windows to the World Through the Living Textbook."
3. A special unit was "How Christmas is Celebrated in Many Lands". From it, we wrote a play and presented it to the parent just before Christmas. Our librarian purchased some new books on the subject and we borrowed some books from N.E.S.U. at Tahlequah.
4. At the beginning of the year we organized a Bookworm Club. Each child made his own bookworm head and hung them on the wall. A segment was then added for each book read. Some have read eighty books.
5. We had a unit on the Post Office using filmstrips and records. We then visited the Post Office. The Postmaster graciously explained how the mail was cancelled, sorted and sent to Poteau to be dispatched.
6. One class did reports on George Washington Carver and the peanut. Attempts were made to find all the three hundred uses of the peanut. Spanish peanuts were planted in contained in the classroom. The project was successful.
7. Several Arts and Crafts projects have been completed.
8. Almost a month has been spent studying birds. The students made booklets, read books, and listened to tapes learning to identify birds. We then took a field trip to see how many birds they could identify.
9. We have taken several field trips. The most important one was a trip to Oklahoma City (200 miles) to tour the Capitol Building and visit Governor Boren. He visited with the students and have his picture made with them. We also visited the Senate and House of Representatives. Our school furnished the Activity Bus and driver. The children bought their meals.
10. At the present time we have fifty eggs setting in the incubator. We have broker one every three days to see the stages of development and learned such terms as embryo, fetus and ammion. When the eggs hatch, each one will get one to take home.

11. In the beginning the students did a lot of Creative Writing.
12. Soon we will study "How Our Banks Help Us" and visit the bank.
13. Some expressed the desire to learn Spanish, we we are starting on it this week.

SALLISAW'S ENRICHMENT LEARNING FACILITIES

The program is designed to give the gifted and talented student an opportunity to develop his potential in relation to his ability. It is a flexible program having many aspects and will cover special interest activities called, mini-units, taught by a Resource Teacher. Units will include critical thinking, listening skills, comprehensive skills, language arts, drama, science, math and Spanish. Children will be encouraged to do independent research and pursue their field of interest in detail. The Resource Teacher will serve four schools and approximately 100 students. Plans are for classes to be held at least twice weekly for one hour each session. Parents will be asked to help with the program as resource speakers and aides.

The first five months of the implementation of the program for the gifted and talented students have been devoted toward enabling our students, grades one through nine, to reach academic performance commensurate with ability.

Some of the activities covered at each grade level include:

FIRST AND SECOND GRADE:

Extra material in fields related to their ordinary classes including:

1. Program of song, language, and art for the Social Sciences. This includes reading, speaking, usage of filmstrip and mini-books. Appreciation and understanding of the cultures that make up America are introduced.
2. Units in science including seasons and animal life are presented on a continuous basis.
3. Metric System, linear measurement to date.
4. Fairy tales.

THIRD AND FOURTH GRADES:

1. Beginning Spanish is taught to students, laying the foundation for more formal study later.
2. Other activities include science, brain teasers, individual task cards in all areas of curriculum, developmental thinking skills program, and metric system.
3. Literature.

FIFTH GRADE:

1. Units of study thus far have included: Creative writing and oral expression using Myers and Torrance's guide to "Plots, Puzzles" and Ploys".
2. Spanish and study of Mexico.
3. Science, Unit on rocks and minerals.
4. Learning center experiences in areas of math, social studies, art, and mind expanders.
5. Simulation Games
6. Folklore

SIXTH AND SEVENTH GRADES:

1. Exercises in thinking skills, such as recall, prediction, inference, interpretation and analysis.

2. Mythology unit of which the objective is to learn what influence Greek has in our Culture today.
3. Creative writing and oral interpretation.
4. Spanish and culture of Mexico.
5. Task Cards covering areas of math, science, and social studies.
6. Mini-unit on early American documents.
7. Simulation Games.

EIGHTH AND NINTH GRADES:

Units of study include:

1. Understanding values, awareness of self and others.
2. Greek mythology.
3. Study of Newspaper and field trip to Sequoyah County Times.
4. Spanish and culture of Mexico
5. Individual task cards covering all areas of curriculum. (Learning center approach)
6. Career Insights.
7. Mini-unit - Constitution of U.S.

Grades 5,6,7,8 and 9 have completed a unit on "Information Fast", a study of "How to Get Information Fast." Most classes have visited the City Library. All students have been exposed to the usage of filmstrip, tapes, and the opportunity of viewing space films from NASA at Houston. Students from grades 3 to 9 have participated in different art demonstrations, the latest in ceramics with a parent as demonstrator.

Teacher's Name: Addie Griffin, Coordinator

School: Sallisaw

Grade or Grades: Elementary

Project, Materials, or methods:

At the primary level, a project for the social studies has been successful. This multi-media program is a selection of songs about people, places and holidays. It helps children to begin to deal with concepts of home, neighborhood, community and world, and to gain an awareness of themselves as physical, social, and political beings. Mini-books, filmstrips and records involve most areas of curriculum.

Materials: Sing a Song of People by McLaughlin and Wood

Teacher's Name: Sherry Bartholmew

School: Washington, OK

Grade or Grades: 2-12

Project, materials, methods:

The program at Washington encompasses the academically gifted as well as the artistically talented. Realizing that these students will probably be some of society's leaders, the G/T program has expaned to also include the child who has leadership potential.

The program has been ofered thru mini courses and seminars in the following areas: math and science (grades 2-8), art (grades 2-11), creative dramatics (grades 2-5), video (grades 9-12), leadership (grades 9-12), career counseling (grades 9-12), creative writing (grades 9-12), physics (grades 8-12 independent study). The G/T program at Washington has sought to enrich the curriculum of the students involved rather than accelerate it. Primarily the staff is working toward judgement and decision-making development.

The materials are rather varied and unique corresponding to the needs of the students. The high school students have had the opportunity to actually video-taped programs with equipment purchased specifically for the program. The science program has been designed around the "hand-on" concept. Even the very young children are using the bunsen burners and dissecting their own fetal pigs. The individualized physics program involves construction of a one lense camera and an excellent course in optics. The art class has been working in the watercolor medium with special emphasises on stroking. The creative writing class is extremely individualized in the direction of non-fiction. Creative dramatics encompasses by far the largest number of students. There are two teachers for this subject and they're working with the rather shy, quiet child as well as the extrovert.

Since the program covers two different entities (gifted and talented) several procedures for selection were involved. Teacher referral was the primary source of potential students followed up by individual testing and grades, individual tests, and school behavior were considered before admission into the program.

The teacher have all been highly qualified with only two of them presently employed as regular staff in our school. Therefore, the students have been exposed to fresh, new ideas.

The materials have been tailored toward versatility with empahsizes on organization rather than strict structuring.

Teacher's Name: Mr. Charles Migliorino

School: Ardmore High School

Grade: 10-12

There are thirty-eight students involved in our program. We have primarly an individual study program with emphasis on using the students talents for the benefit of the school and other students. Students spend time after school with community resource people: geologists, physicians, veterinarians and architect working with them. There are two students working with the Noble Foundation; a cancer research group, on immunology and genetics.

Students provide services for other students and teachers by video taping their projects. One project that has been video-taped is on survey techniques. Students have used their reading talents for a Read-along-program on cassette tapes to be used in remedial reading programs.

Teacher's Name: Mrs. Barbara Detmer

School: Broken Arrow High School

Grade: 12

During the 1976-77 school year, a program of enrichment in computer science will have been developed and made operational for at least fifteen students in the Senior High School. These students will be selected from the list on file in the Research Department or from the High School Counselor's files.

Members of the Math and Science Departments, along with the committee on Gifted and Talented, will have the primary responsibility for development of the program.

A complete study was made of all kinds of computer equipment that available to our school systems. After a cost analysis was conducted, based upon the amount of money that the State Department would approve for Gifted and Talented Programs, the committee decided that Auto-Tutor, manufactured by the Sargent-Welch Company, would be the basic tool used in our program.

The Auto-Tutor comes with several different programs in Mathematics and Chemistry. This program allows a student to work at his own pace an on his own time to take advance courses in Mathematics and Science. Two of these machines will be purchased along with the necessary Software and will be placed in the High School media center.

Working with the Math and Science Department, Gifted and Talented students will be scheduled into the Library to work independently on courses in Advanced Mathematics and Science. The teacher in the Math and Science Department, along with the media specialist, will be the primary evaluators of the program.

Our interest in possible uses of computer, calculator, and teaching machines for the gifted and talented has prompted us to examine several programs over the past few years. However, our sights have always been restricted by budgetary concerns. Thus, when information was received that funds may be available, we began immediately to re-examine old ideas and develop new ones.

To date, three kinds of computer programs have been examined. They are as follows:

1. Computer Assisted Instruction - This program requires a school to own and operate the system. Hewlett-Packard specializes in this area.

2. On Line Time Sharing - Remote terminals are placed in schools. These terminals are connected to a large computer usually in another city or state. General Electric Corporation has this kind of program.

3. Small Mini Computer - This program is new and information as to the quality of the progam is lacking at this time. Two companies that have this equipment are Hewlett-Packard and IBM.

Additional evaluation of each program, along with financial restraints, must be considered before a final decision can be made.

In conclusion, it should be pointed out that our proposed program is not to teach student computer programming, but to go beyond this into problem-solving and compter application. Learning computer language and computer programming will be a side benefit.

Teacher's Name: Sherry Todd

School: Byng

Grade or Grades: 9-12

Project, materials or methods:

Our project was originally intended to serve the entire gifted population at Byng. This intention, although, proved too broad. The program scope was narrowed to the Highschool, with emphasis on composition and enrichment activities, as well as counseling all identified gifted and their parents.

Materials used for composition class:

Instant Word Power, Louisohm Educational Technology Division
Scholastic Literature Unit, Tomorrow: Science Fiction and the Future
Revised Conventions of English Usage, English Faculty, OSU
Copy and Compose, Weathers and Winchester
Encounters with Tomorrow, Science Fiction and Human Values, Harper & Row
SRA Contemporary Composition
Perceptions in Literature, Houghton-Mifflin
Warriner's English Grammar and Composition
Eyegate, Fresh Perspectives in Composition

Enrichment Activities:

State Fair, OPUBCO, Made in Oklahoma, International Bldg, etc.
Energy Awareness Seminar
Tour Kerr Lab of Environmental Sciences
Consumer Education Workshop
Speaker: District Judge Ron Jones
Speaker: Counselor Jerry Maloy
Speaker: Lawyer Tommy Landrith
ECU Library
Ada Library
Speakers: Byng Librarian, ECU Reference Librarian

Individual Study

Students have also been offered the opportunity to write their own courses, with departmental approval. Examples are: "The Supernatural" and Chemistry II (College Level).

Teacher's Name: Ruth Gilger, G/T Program

School: Comanche High School

Grade: 9-12

Project, materials, or methods:

Structured Program for each student ...

Independent study -

Independent selections -

Student spends an extra hour each day in a Special Study Program ..
(Plus hours outside or regular school day)

Student Selections:

Leadership
Fine Arts
Programmed & Mini Courses
Local & State Firms...Small and Large Companies
Others

Programmed ...

Patrick....Mini-courses in Short Story
Phillip....Mini Courses in Accounting

Teacher's Name: Morgan L. Mannen

School: Comanche High School

Grade or Grades: 10 - 11 - 12

Project, materials or methods:

Mini Courses in Psychology and Sociology were prepared initially with Am. Gov. and Economics currently being pland

Materials used:

(1) Psychology: It's Principles and Applications, 6th Edition. T. L. Engle & Louis Snellgrove, Harcourt, Brace & Jovanovich, Inc., NY, 1974.

(2) Psychology: Experiments & Experiences correlated with the above

(3) Psychology: Understanding Ourselves & Others, Norman Tallent & Charlotte Spurgin, American Book Co., NY, 1972

(4) Plaid Programmed Learning Aids, Learning Systems Co. (A Division of Richard D. Irvin, Inc.) Homewood, IL.

A. Introduction to Psychology, Charles N. Cofer, 1972
B. Developmental Psychology, Fitzgerald Stromer
C. Introductory Sociology, Paul B. Horton & Robert L. Horton, 1971
D. Cultural Anthropology, Barnouw, 1972
E. Physical Anthropology & Archaeology, Victor Barnouw, 1973

(5) Sociology: The Study of Human Relationships, Thomas Anderson (H,B,J, Inc.)

(6) Sociological Resources for the Social Studies Program, Allyn & Bacon, Boston, MA.

A. Inquiries in Sociology, Robert Angell, 1972
B. Readings in Sociology, Hughes 1970, 1971, 1972.
C. Episodes in Social Inquiry Series

Currently under evaluation: (Auto-Tutorial Tape PL)

Mini Course in Psychology: Introductory, Roger Moss & Carol Woodard, Educulture, Inc., Santa Monica, CA 1975

Teacher's Name: Harvey Howeth

School: Comanche High School

Grade or Grades: 10 - 12

Project, materials or methods:

Electronics: The main study text is the Programmed text from Sylvania Technical School on basic electronics. In this course the student builds a multi-meter and does certain experiments using the multi-meter.

Reference Books:

Electronics for Scientist, Malmstadt, Enke, Toren
Basic DC Circuits, Sevan, Palmer
F E T Circuits, Turner
Basic Transistor Course, Kenian
Electricity Fundamentals, Baker, Crow

Advanced Mathematics:

Programmed - T E M A C, Robert J. Titiev

The main study text - Modern Algebra & Trigonometry, Sorgenfrey, Wooten, Dolciani, Book Two

STUDENT _____ 19__ 19__ STRUCTURED PROGRAM - SPECIAL STUDY Comanche High School

Leadership		Fine Arts	Programmed	Staff
Pre-Tests		Workshops	Psychology (Phase 1,	Gilger - Mannon
Post Tests	Attitude-The Magic Word	Performances	2,3,4,5)	Patrick - Ward
Reading Tests	Self-Discipline-Self Management	(Lyceum Numbers)	Statistics	Howeth - Phillips
Comprehension	Important Use of Good Manners	Commercial Artists	Probability	
	Recognizing Opportunity	Photography	Literature-Humanities	Vo Tech
Vocabulary	Communicating Ideas	Instrumental Music	(Greece & Rome)	Professionals
How To Study	Denominator Of Success	Play Production	(Man & His Culture)	Doctor - Lawyer
Workshops	Use Of Leisure Time	Recordings-Auditions	Accounting	Psychiatrists
Your Self Image	The Well Rounded Person	Independent Works	Economics	R.N.
Patience-Happiness	Using Your Mind	Crafts-Hobbies	Mathematics IV,V	Obedience School
The Interview	Important Use Of Good Grammar	T.V. - Radio	Business	The Courts
Personality	Personality Plus And More	The Theater	Commercial Art	Insurance
The Introduction	Directions-"My Path"	Dramatic Literature	Social Psychology	Retail
Gaining A Friend		American Music	Advanced Drafting	The Military
The Critique	"Plan Your Work-Work Your Plan	Vocal Music	Agri. Planning	Investments
Debate-Argument	A Day's Work For A Day's Pay	Our Culture	Agri. Buying	Management
Unity-Loyalty	Integrity	Arts-The Art Show	Botany	Directors - Meetings
Influence	Respectability	Staging-The Script	Zoology	Art Festival
Quality Time	Educational Productivity	Plays-Selection	Short Story	Air Force
Intellect	Up Grade Your Career	Management-Managers	Human Anatomy	Legislature
Taking Notes	College	Plays-Writers	Kinesiology	Social Institutions
Conversation	My Plans-My Future	Song Writing (Composers)	Human Behavior	Halliburton
Buzz Sessions	Wisdom	Musical Arrangements	Legal Secretary	Banking
Being A Leader	Advancement On The Job	Great Art Productions	Medical Secretary	Governor
Good Grooming	(Promotions)	(Name & Painter)	Government	State Dept. Of Educ.
Think Positive	Logic-Good Judgment	Restoration	Chemistry	Audio-Visual
Resourcefulness	Friends-Popularity	Local, State Concerts	Carpentry	Communications
Participation	How Can I Improve?	The Interview	Electronics 1,2	T.V. - Radio
Security	Advice-Advise	College Assemblies	Engineering	Sun Oil
Who Am I????	A Good Listener	Art-Seminars	The Budget	Testing Service
My Ability-Creativity	Opinions-Convictions	Art Foundations	Sociology	Commercial Artists
A Sense Of Humor	Persuasion-Impressions	Interpreters	Data Processing	C.P.A.
Know Yourself	Sentiment	The Orchestra	Physics	Income Tax Expert
Setting Worthy Goals	Knowledge...Proof	The Artistic Discussions	Law	Farming
Follow Instructions	Principles-Evaluation	The Sermon	Kinetical Engineering	Nursing-Speech Corrections
Respect For Others	Morality-Moral Philosophy	Fashion Design		Teaching (Intern) (Tutor)
Success-Failure		Romanfleuve		Counseling
		Family Consultant		College Classes
				County Offices

INVENTORY G/T 1976-1977

34 copies	Programmed PLAID LEARNING SYSTEMS (Irwin) (17 titles)
1	Panasonic
5 sets	Filmstrips Classroom Art, Great Composers, Constructing Reports, Understanding the Sentences, Artists of Holland
3 sets	EYE GATE Mathematics
1 set	Programmed (TEMAC) Mathematics
1 set	Geometric Figures and Solids
1 Record	"About Narcotic Addition"
1 set records	"The World's Great Classics", Grolier
16 filmstrips	Geometry

Additional Supplementary Materials

Mini Courses on File

Samples--Evaluation Excerts (Mini Course) Cassettes

4 copies	"Invitation to Sociology" Berger
8 copies	"Sociology", The Study of Human Relationships, Thomas/Anderson
1 Instrutor's Kit	"American Gov't." 45 Mini tapes on 27 cassettes, student text, student guide, Instructor's guide
1 set, 32 cassettes 12 workbooks	CREATIVE LEARNING CENTER
8 copies	"Psychology" Swellgrove
4 copies	"Psychology" Tallent, Spungin
4 copies	"Psychology" Branca
10 copies	"Psychological Experiments & Experiences"
Magazine	"Psychology Today"
1 complete Program	"ELECTRONICS" 27 lessons, 10 experiments, 16 lectures, cassettes

1 Complete Library--36 Cassetpaks - Nightingale Conant Corp.

Great Ideas	12
Lead the Field	13
Creative Thinking	3
Success Series	8

Teacher's Name: Luanna Ireton

School: Faver Jr. High, Guthrie

Grade: 7th grade math

Procedure, materials, methods:

An extensive three weeks were spent on metrics, working a variety of everyday problems with lengths, mass and volume.

A lot of work has been done with beginning algebra, such as:

(1) Solving equations of the form $ax + b = c$.
(2) Understanding, recognizing and using the basic properties; such as, commutative, associative, distributive, symmetric, reflexive, and transitive.
(3) Knowing and using rules of exponents.
(4) Setting up equations and solving them from word problems (coin problems, stamp problems, age problems, distance problems, consective integer problems, etc)
(5) Study of rational, irrational, whole, counting and real numbers with a brief discussion of imaginary numbers.
(6) Finding the square root.
(7) Graphing linear equations and solving systems of linear equations algebraically (substitution method)
(8) Operation with monomials.

The individual students make two reports each quarter on various topics such as: Zero's Famous Paradoxes, history of pi, development of negative numbers, work of Pythagoras, Sir Isaac Newton, Fermat's Last Theorem, The Ahmes Papyres, Sexagesimal fractions, The Divine Proportion, sequences, Koningsbery Bridge Promalem, etc.

Geometric constructions based on squares, pentagons, hexagons, octagons, decagons, circles, etc. A discussion of the basic of Euclidian geometry, points, lines and planes, construction of Easter eggs.

The Fourth quarter we plan to work on permutations, combinations and Pascal's Triangle; playing with infinity; and elementary astronomy.

We had a guest speaker, Dr. Douglas Aichele, from OSU who visited the class and taught them two enrichment games, one being his innovative game Pica Centro.

Teacher's Name: Mr. Earl Sykes

School: Faver Jr. High, Guthrie

Grade or Grades: 7th Social Studies

Procedure, materials, methods:

The students have become aware of government and our free enterprise systems. We'll visit classroom at Capitol that are glassed in and observe the legislature in session and study functions in depth in our classroom environment. In depth study of voting process, frim registration to electoral college were covered. Not only in lecture but in practice. We implemented the process step by step in class during national elections.

The students will become familiar with the eastern part of Oklahoma. We planned to coincide this with the Oklahoma History Section in late April. We will tour Claremore's Will Rogers Museum, Woolaroc at Bartlesville, Oklahoma Territorial Museum and Greenline Tour and interview resource people.

Students will exhibit their knowledge of businesses and how they operate. The students will have group discussions. People from the business community will make presentations. Professional community people such as doctor, lawyers, pharmacist, Psychologist are tentatively scheduled during "Careers" segment in Late May.

Teacher's Name: Carolyn Henricks

School: Faver Jr. High, Guthrie

Grade or Grades: 7th English

Project, Materials or Methods:

Mainly, I consider my class as an accelerated class and merely teach them above the seventh grade level whenever possible. We've used a short story book of 9th or 10th grade level to do an indepth study of the short story; we've spelled ninth grade level words; and though our grammar workbooks are seventh grade level, we've moved through them more quickly and should easily finish them.

You mention the My Story autobiography. That's a good idea for all seventh grade graders, but we can share the details if you wish.

Much more could be done, I'm sure--but finding materials suitable has been very difficulty, especially when I'm teaching 140 students instead of just that one class. Yet, I feel that we accomplish a great deal in that class because all the students are "accelerated" and motivated and capable of understanding more easily. They're a joy to work with!

Teacher's Name: Linda Tontz

School: Faver Jr. High, Guthrie

Grade: 7th Science

Project, materials or methods

Science students at Faver are working with ISCS, a self-paced individualized science program. Students who complete a certain number of chapters in ISCS within a given time are qualified to participate in certain activities, provided they meet certain citizenship requirements set by the teacher. The number of chapters and length of time for completion is made known to the student at the beginning of each ISCS unit.

Enrichment activities for 1976-77:

1. Field trips to southern Oklahoma
   a. OU Stoval Museum to view animal remains.
   b. Platt National Park for a nature walk and visit to Travertine Nature Center.
   c. Fossil collecting near Ada.
2. Field trip to Stillwater:
   a. Chemistry demonstration by OSU Chemistry professor.
   b. Animal nutrition experiments in Animal Science department at OSU.
   c. Tour Indian-Meridian Vo-Tech School
3. Field trip to western Oklahoma.
   a. Tour Alabaster Cravens
   b. Vist Little Sahara and study dune formation.

Other activities included in the past:

1. Trip to Salt Plains to collect selenite crystals.
2. Tour OSU Veterinary School.
3. Visited OSU wind and solar energy projects.

Prior to these field trips, the class does related activities as learning experiences for those not attending trips and in preparation to those who will be attending.

Teacher's Name: Richard Dreessen, principal

School: Guthrie Jr. High

Grades or Grade: 8, 9

Procedure, materials, methods:

This program was the same for both 8th and 9th grades. Students were put in special classes in Math and English. They were placed in these classes by a committee who used a three-fold criteria for placement. The student's scores were obtained from a standardized test (SRA), they had to be recommended by a least one teacher (math or science for the math class and English and Social studies for the English class) and their past grades in these subjects were looked at. One the basis of these three sources the selection was made.

Both classes contained about half the same students while the other half was made up of students who were not in the other special class. The rest of the school day was spent in the regular class. No effort was made to identify these classes either to the students or the student body as a whole. This eliminated the stigma of "brains" or something special.

We found that the teachers were able to broaden the subject which was taught by moving in a horizontal direction rather than vertical. In math (algebra) they did work in some areas in which the average or slow class would not be able to get into. They did this rather than teach calculus.

I feel the real benefits of this program are two-fold. The students were able to finish the text and get in areas not touched by the average class. Secondly, the teachers were able to try some innovative ideas to see what would work and use these in their other classes.

Our plans are to continue this again for next year and build these experiences. These students will not automatically go in these classes next year but will be reevaluated by the committee.

The seventh grade is in a different building, but their program is similar. They are doing the special classes in all four major subject areas where we have just done it in two of them.

Teacher's Name: Mrs. Merrole Bailey

School: Guthrie Jr. High

Grade or Grades: 8th Grade English

Procedure:

The 8th grade accelerated English class of Guthrie Jr. High consists of 18 students who have ranked high in English proficiency on SRA examinations and have been recommended by their teachers and a committee of teachers and the Jr. High Principal.

We have had one primary project this year, which with the help of some of our 9th grade students, was quite successful. This project was our Jr. High yearbook -- The GAMECOCK. Included in our yearbook are articles written by the students such as the copy we placed in our book concerning two of our teachers who are retiring this year. We also had short write-ups about our school clubs and our band. One of our very talented students wrote an article about music and its importance in our lives.

The students all became aware of the important of having a them to unify our yearbook. They used free-verse poetry throughout the book using our them "What's It All About?"

Five of our students attended a Yearbook Workshop at Oklahoma University where they learned a great deal about our project. These students shared their knowledge and ideas with the class.

The students wrote the copy, took pictures, organized and constructed the lay-outs, proof-read the final copies, took advanced orders, and collected all the money for the yearbook orders. The group is quite pleased with their final product. They accepted their responsibilities well and have worked hard.

While the yearbook did take up a great deal of our time we did pursue some creative writing, advanced grammar, and worked on vocabulary development. We also taped original radio programs. The students could work individually or in groups. The programs had to be original. They wrote their own soap operas, made up clever call letters and worked up catchy commercials. Most programs were taped at home but two groups worked together at school. All programs were played for the entire class.

The opportunities these students have had because of the Gifted and Talented Program have been most rewarding. They have learned to accept responsibility through working on a special project and were rewarded with outstanding results and a feeling of success.

Teacher's Name: Helen Baker

School: Guthrie Jr. High

Grade or Grades: 9th grade Math

Procedure, materials, methods:

The material I used for this group was the textbook and supplementary material from other algebra books. The following areas have been studied:

(1) Algebraric sentences.
(2) Rational numbers.
(3) Operations with polynomial (addition, subtraction, multiplication, and division.)
(4) Equations and application.
(5) Square roots
(6) Linear equations
(7) Products and factors
(8) Rational expressions (addition, subtraction, multiplication, and division)
(9) Relations and functions.
(10) Complex fractions and usage.

Materials I plan on covering before school is out will include:

(1) Radicals
(2) Quadratic equations
(3) Powers and roots
(4) Unit on Trigonometry

Teacher's Name: Dorotha Long

School: Guthrie Jr. High

Grade or Grades: 9th English

Procedure, materials, methods:

Through studying the Shakespearen Theatre and reading different versions of Romeo and Juliet, the students exhibited their interest and knowledge with class discussions. They attended the production of Romeo and Juliet at Oklahoma City University. The students also studied a Readers Theatre and did one for other students.

The students also did an indepth study on libraries and used the libraries in their daily work and on extra research

The students will study careers for a "changing world". Students reported on interviews with prominent business and professional people in the community. As the reports were given to the class, data was collected and summarized in relation to advice for success in a career.

Students studied booklets on "Careers in a Changing World" through the courtesy of the New York Life Insurance Company. Particular information was in communications, transportation, business and office, health care and the arts. They saw a film on "Careers in the Changing World" through the courtesy of the New York Life Insurance Company.

Ninth grade students worked with the eighth grade students in preparing a Yearbook for Guthrie Jr. High School.

Counselors: Doris Rhodes and Bob Ferris

School Guthrie High School

Grade: 10-12

The gifted and talented programs at Guthrie High School this year has been on an individual basis. Eligible students have been counseled with and an attempt has been made to discover their areas of interest. Then teachers in those areas have been contacted and encouraged to work with those students on an individual study basis. We have students studying in the areas of Zoology, Music, Drama, Advanced Math, Electronics, and Psychology. The most impressive project was one a student in Zoology did. He boiled all the meat from a chicken and then reconstructed the skeleton. He then made a plastic case to put it in.

Many of our students have declined to enter into individual studies as they are already too involved in other students and activities. Many of them are enrolled in advanced classes we consider gifted and talented such as Advanced Chemistry, Physiology. One student is attending aviation ground school at Central State University for high school credit.

Next year we are planning programs in advanced placement in the areas of English IV and U.S. History. These will be special classes which will terminate in tests developed by the College Entrance Examination Board. Upon completion of these tests many colleges will grant advanced placement credit. Inquiries have been made to determine which colleges will participate. To date only two colleges have responded negatively and they are being contacted again. Students interested in these programs should contact Mrs. Rhodes for more information.

Teacher's Name: Margaret Stout

School: Guthrie High School

Grade or Grades: 10-12 English

Meeting the academic, creative and perhaps emotional needs of the gifted and talented students in our high schools may be one of the most neglected areas in our otherwise elective programs.

Most English departments have gone all the way in structuring and financing a multi-elective modular system in English to generate individual interest and meet academic needs; moreover, we are delighted with the results. Currently, in our English department we have between thirty and forty language arts elective courses with behavioral objectives materials and media available should the course be chosen.

It is within this framework that I have tried to emphasize individual study projects. In the last few years educational leaders have realized that tapping the resources of our most priceless product--our gifted and talented youth--can no longer be left to chance. Organized programs, funds and teachers must be available to insure that our most creative, innovative and intellectual youths are not left to inspire themselves, simply because they do not need the support and encouragement that weaker students do.

My nine-week module assignments are grammar-composition, Great Plays, Modern Novels, Bible as Literature and American Literature Survey. Personal projects are offered not only to those who meet state and national standards of the gifted-talented, but to any student who is willing to work outside the classroom on something of personal interest and who will write a proposal justifying the communication and language arts skills that would be developed.

Students are gifted in many ways and are often inspired by what they see others doing. Consequently, I have students of all levels working in groups and expressing their own talents that other wise might not be apparent in language art classes. I cannot explain why some students are not motivated by this type of program and others are. Some sections will not choose any projects; while in others I will find the entire class working at some level or degree of challenge. It certainly does not follow that only those with extra outside time are challenged, as recently students who attended school and worked as many as six hours a day still managed to get together for as many as forty or more hours to produce a movie in a nine-week composition class.

I start by handing out sample proposals and giving students a long list of possible individual or group projects. The greatest excitement for me is that there are always those who come up with ideas from their own background of experience that I would never have thought of.

Proposals must include: goal statement; terminal objectives; personal motivation; possible learning outcomes; resources and bibliography for the preparation; enrichment; and how the experience will be shared--by display and demonstration ro oral presentation of the formal research paper. If it is a group endeavor, they also include names and specific assignments of members.

The project must be planned for a particular audience (not the teacher). It must be something the student really wants to know to do with a specific purpose other than just a grade.

At least one or more days of the regular week is designated for planning, discussions, research, writing of ojectives, note cards, rough and first drafts of the formal paper. Oral presentations are scheduled for the last two weeks of the period.

By far the most impressive of the projects recently was a "movie" which a group of five wrote, cast (some even acted), directed, filmed, spliced and edited.

Several years ago I had a group in Mangum, Oklahoma, who did this, and when I showed my Guthrie students the proposal and what was involved great minds went to work and they were hooked. They proceeded to rent equipment, arrange for an apartment for location, schedule planning, writing, blocking, rehearsal and filming sessions.

The result was a beautiful thirty minute story in color with sound of a young man who had alienated himself from his family, friends and school. His search for happiness and himself conveyed the values of the community and contained a universal truth complete with a symbol.

Parents--and their teacher--who had wondered how their youngsters could function with so little sleep and could not understand their motivation for putting that much time and energy into an English project, sat with tears in their eyes completely overwhelmed when they viewed the "mini-premier" or "The Sparrow" at a special party given by Robert and his family.

Barbara Brown and Terri McCutchen, music majors, illustrated in dialogue the growth and styles of music from the classical to modern and played for the group their own composition on the clarient and piano, illustrating each of the four major periods of music and art.

Connie Miles built a shadow box to illustrate eight of her hobbies from needlepoint to oil painting.

Dora Doak's research in communication problem from youth and parents, "The Home Front" was of interest to students, stimulating a lively discussion. She discussed the characters and compared the problems and conflicts of the prtagonists and antagonists in Catcher in the Rye, The Effect of the Gamma Rays on the Man-In-The-Moon-Marigolds, Run Softly, Go East, and the Two Sisters.

Cheri Bono probed the recesses of "The Irrational: The Dark Side of Man" through The Tales of Edgar Allan Poe, Lord of the Flies, Heart Of Darkness, "The Lagoon", and Turn of the Screw.

Lucia Perri's paper showed the influence of the space age and science fiction in the world of fashion. She demonstrated her unique project by making clothes for dolls and represented the themes and symbols in Future Shock, Brave New World, 1884, and 2001, A Space Odyssey.

Larry Holden demonstrated laser beams as a useful tool for a new source of light and energy.

John Blair's paper on Hemingway's novels and stories reflected personal conclusions regarding the relationship between the author's works and his personal life style.

Nancy Klatz, Sheryl Hones and Linda Newman wrote and illustrated children's books using guidelines discussed by Nathaniel Benchley in the September, 1976, English Journal. In a Bible as Literature class, Linda wrote a research paper on Jewish food and then cooked a complete meal to serve to the entire class. What fund we had that day.

Lisa Plagg discussed and critiqued plays from the Theater of the Absurd.

Rodney Luckinbill, who was ill, chose to do a community documentary on the Oklahoma Territorial Museum because he could conduct interviews and research by telephone from the hospital. When he returned to school he conducted a tour of the Museum for his class assisted by his mother.

Carpentry students built study carrells and made frames for paintings which we all enjoy.

Lee Howe, who planned a photography layout, managed to slip in and take pictures of some of the students as they presented their projects.

Vocationally tracked students chose such career topics as nursing, accounting, auto mechanics, insulated glass manufacturing, the law, the forestry, the weather, music, funeral directing and sportswear.

Others did entertaining topics on witchcraft, trips to Europe and Mexico, The Greek Theater (with a model), an original monologue, ROTC, a diary of Mary, Queen of Scots, The Jesus Movement, macrame, African art, UFO's and a collection of original poetry.

There is simply no end to the imagination and creativity of students when they do personalized education. Probably the best motivations for the willingness of students to do the work--instead of the teacher--are: to be turned on to a subject that is really meaningful and relevant to them: to plan for an audience that is their own peer group or appreciative adults; and finally, to share their efforts with a real not a fabricated audience. The teaching and the participation can be so much fun!

Teacher's Name: Paul William Southwick

School: Guymon High School

Grade or Grades: Zoology, Botany, Biology, 11-12

Project, materials or methods:

The program is an Environmental Awareness course consisting of one week in the classroom, two weeks in an outdoor situation, then one more week back in the classroom.

It is a multi-disciplie approach which brings a total awareness allowing for a unique background for future problem solving that will be required of them in "today's" world or better said, "Their Future World".

Teacher's Name: Wayland Bonds

School: Moore High School

Grades or Grade: 10 - 12

Project, materials or methods:

We have students who are working with a mini-computer that was purchased thie year for the gifted and talented program. Manuals and other sources of information are available that will enable the students to learn how to operate the computer as well as write their own programs. The student's responses have been remarkable.

Teacher's Name: Bruce McAfee

School: Alice Robertson, Muskogee

Grade or Grades: Ninth Honors Geometry

Project, materials or methods:

The philosophy of this honor class is to broaden the student's mathematical concepts. I try to expand on areas which an ordinary geometry class would probably not cover.

The format of the class is to cover the geometry book in approximately three nine weeks. Within this time period I would like to provide three or four professional people to speak with the class and to take the class on three or four field trips. This year the students wanted to study Income Tax so we took about three weeks using the "Understanding Taxes" edition put out by IRS for public schools. I showed them how to correctly fill out forms 1040A, 1040, Schedules A, B and the Declaration of Estimated Tax. They did enjoy this and it provided a break from our regular classwork routine.

The last nine weeks we will cover topics in the book Mathematics: A Human Endeavor which is recreational type math book which the students enjoy. I will also present selected topics from elementary number theory, such as modular systems, including the Chinese Remainder Theorem.

The one so called project will be for each student to build a physical model representing some aspect (postulate, theorem, problem, etc.) or geometrical thought.

Teacher's Name: Betty Edge

School: Alice Robertson Jr. High, Muskogee

Grade or Grades: 7

Project, materials, methods:

I. English--Language Arts
   A. Instead of Book Reports, students selected Myths of their own choice for a 9 week project.
      1. They informed the teacher of their selection.
      2. They discussed how much time they needed.
      3. Presented to class as:
         a. Plays or skits (the story was written to include other members of the class)
         b. One written with a modern idea.
         c. As a booklet, illustrated, and put in classroom library.
         d. One presented as a news story on the TV
         e. Costumes, scenery, accessories provided or made by students.
   B. Posters:
      1. Illustrating difficult and troublesome verb forms.
      2. Jabberwocky--written and rewritten as an interpretation (How words change form)
      3. For Graffiti--(Analysis with Psychological Interpretation.
      4. Other concepts.
   C. Letter Writing--(Korea for friendly-pen pals and exchange of ideas) Business letters--write to research information.
   D. Creative Writing Techniques
      1. Wrote children stories; illustrated them. Obtain permission to go to grade school to read stories and present the class with treats and the books.
      2. See attached sheet--article in Successful Ventures in Secondary Programs.
      3. Discuss concepts on "Freedom"--Fly Kits, watch clouds, our guaranteed freedoms. Then write our own thoughts, ideas, and definitions of Freedom

II. Geography
   A. Map Study
   B. Vocabulary Terms
   C. Resource People
      1. Bilingual
      2. Letter carrier--about how a letter reaches its destination
      3. Expert on Indian tribes-life-customs
   D. Overhead projector useful
   E. Tapes/Filmstrips
   F. Scarpbook project--(News of the day) Student briefly relates events--places a pin at location and paste in scarpbook (Alphabetically listed)
   G. Reporting on States or Countries
      1. Student chooses area of study
      2. Presents information to classe in various ways

H. Posters
I. Plays or skits depicting homelife, school life, etc.
J. Music
K. Art
L. Other activities condusive to learning and relevant to subject.

Materials--Equipment needed

1. Poster board
2. Oaktag
3. Magazines, papers, etc.
4. Overheadl projector
5. Film Strip Machine
6. Camera and film
7. Scissors, paste, paints, colors
8. maps.

Teacher's Name: Dr. Shirley Warner, Coordinator

School: Putnam City School District

Grade or Grades: 7-12

Procedures, materials or methods:

We are still in the process of identification and nomination of all students. We are working on setting up accelerated classes in math, science and English in the Jr. Hign and High Schools. Next fall we will implement programs based on individual students needs as students are identified. Some posibilities for High School are extended curriculum in terms of seminars, independent study hours, programs which involve students in the community and cross-age talent projects.

Matierals are being accumulated for teacher reference and use in the classroom. Workshops are also being planned for this spring.

SALLISAW'S TALENTED PLACE

Sallisaw City Schools established the "STP" program at the beginning of the 1975-76 school year. This program is based on the hypotheses that a child may be gifted or talented in an area without having an IQ of 135, which is often used to identify the gifted student.

Talent is a motivational tool for the STP project. By giving the students the opportunity to explore and experiment, our school is providing an educational offering which will prepare students for tomorrow.

This is designed to allow the talented and gifted students in grades 10 through 12 to enroll in a classroom situation where each student will be able to pursue in depth some special area of interest or talent beyond the level and capacity of that offered in the regular classroom. This class is offered in our high school curriculum any period of the day the student might wish to take it, as a Coordinator is in the room at all times to assist the students.

Fifty-four students were selected to take part in this program out of approximately 100 referrals made by the regular classroom teachers. The students were selected on the basis of the teacher's knowledge of the applicants talent, by the student's past grades and accomplishments, by student's demonstrated gift or talent, by the student's measured interest and aptitude, and by the counselors professional opinion as to the student's capability for working in a self-controlled situation.

These students are working on a contract basis. Each contract will contain different provisions based upon the special interest and talents of each individual. Each student will work at his own speed to accomplish the objectives outlined in the contract for the course he is pursuing.

A contract is a written agreement between teacher and student. The contract contains objectives to be accomplished, activities to be conducted, time schedule for monitoring completion of events in the contract, reports to be made and evaluation criteria.

The teachers developing the contracts have approved certification from the State Department of Education in the area in which they are issuing contracts.

The Coordinator will issue grades. The grade will be given according to contracts completed and the evaluation of the students, teachers, and Coordinators. A grade of "E" for Excellence, and a grade of "S" for Satisfactory completion will be issued.

A student may take the STP class for 2 hours elective credits toward graduation. The State Department of Education requires that each student have 18 credits before he is eligible to graduate, however, Sallisaw High School requires 20 credits for graduation. The STP class will add to our curriculum in giving our students other areas from which to select the 2 additional credits. The "STP" courses will be included in our high school curriculum with credits given toward graduating from high school, however, no college credits are involved.

We are utilizing a classroom located in the center of our high school facility, close to the counselor and assistant prinicpals office. This classroom has been completely remodeled, with carpet, sound proof room and an office for the coordinator. Special equipment has been purchased for this program.

A few of the areas that are being covered in the classroom at this school are: Creative Writing, Ecology, Horticulture, Human Anatomy, Advanced Art, Tailoring, Vocal and Instrumental Arrangement, and Legal and Medical Secretarial Training.

Teacher's Name: Mike Snider

School: Tecumseh High School

Grade or Grades: 12th only

Project, materials, Methods:

Selected gifted and/or talented students (seniors) from three area high schools.

Concentration in math and science with orientation toward career opportunities. Leadership development component included.

Community Resource visits (Tinker AFB, Hospitals, Computer areas, meterology, etc.) utilized as core of program, in other words "get the students out to where the problems are".

Materials have mainly consisted of recent publications of technical nature.

The high school counselor assisted with the program and helped conduct the leadership activities, provided detailed college and career orientation discussions and assisted in other need areas.

The program operated as a ½ day session meeting one per week for most of the school year.

Teacher's Name: Sherey Bartholomew

School: Washington, OK

Grades: 7-12

Refer to Elementary section for Washington, OK.